

## **Students' Perception of the Use of Google Classroom in Teaching Intensive English Class for the First Year College Students During Pandemic COVID-19**

**Fikri Fuadi Azmy**

[fikrifuadiazmy8@gmail.com](mailto:fikrifuadiazmy8@gmail.com)

**Bahing**

[bahingparay@gmail.com](mailto:bahingparay@gmail.com)

*Universitas Palangka Raya*

### **Abstract**

The spread of COVID-19 pandemic has made the biggest disturbance of education systems in history. Many schools and universities around the world are closing down. In Indonesia, the government decides a distance learning system using online learning. Many platforms of digital sources have been implemented by many schools and universities, one of them is using Google Classroom. This research aimed to know the students' perception of using Google Classroom in teaching Intensive English Class during this pandemic by applying descriptive qualitative method. The subject of the research was one of the classes on Intensive English Class program at University of Muhammadiyah Banjarmasin named IEC "Paris" Class, they were all the first year students academic year 2019/2020 consisted of 22 students. Questionnaire was used to collect the data. The findings showed that the students' perception of using Google Classroom in teaching Intensive English Class was in good level. It can be seen from the students' positive response in responding the questionnaire statements about using Google Classroom. Google Classroom might be used as a media in teaching English for the students to be more interested and active, especially during this New Normal.

**Keywords:** Google Classroom; students' perception; Intensive English class; new normal

### **INTRODUCTION**

The COVID-19 pandemic struck and almost paralyzed all countries including Indonesia in terms of social and economic activities. At present, the Indonesian government has imposed warnings and prohibitions on leaving homes, working, or going to school. Many schools and universities around the world are closing down. The Indonesian government decides a distance learning system using online or E-Learning.

According to Cakrawati (2017:24) E-Learning is a system or concept of education that utilizes information technology in teaching and learning, where learning is arranged using an electronic or computer system to support the learning process. These regulations undoubtedly affect the learning process. However, students still have to keep learning even though it is done online. Many platforms of digital sources have been implemented

---

*Institut Agama Islam Negeri (IAIN) Palangka Raya Indonesia, 21-22 October 2020*

<http://e-proceedings.iain-palangkaraya.ac.id/index.php/inacelt>

Copyright © 2020 by INACELT

by many schools and universities, one of them is Google Classroom (Sukmawati 2019:143).

Students' perception is the process of preferential treatment of students toward information they get from an object (Yasar (2018:146). It is important to understand students' perceptions of how they perceive teachers' questions and answer questions in class. Those perceptions affect students' willingness to participate actively in question and answer sessions.

The perception of students is very important because this also means for teachers or lecturers to evaluate after knowing the results of student perceptions (Yasar 2018:147). After knowing the perception of students, teachers or lecturers can change what is not liked by students and can improve what has been liked by students, whether it is about how to teach or how to deliver material to students. It is the solution of components and indicators in explaining the classroom conditions. Positive perception is a valuable present that prepares to focus outside oneself. Therefore, student's perception is very important not only for estimation but also for teaching development purpose.

Google Classroom is one of the online learning platforms in which the number of users, especially college students, significantly increased during the COVID-19 pandemic. According to Tinungki (2020:5795) Google Classroom is a learning application that can be used for free, intended to help students find or overcome learning difficulties, share lessons, and create assignments without having to attend a face to face class. To start using Google classroom application, users can download the application from the Play Store and the App Store. For desktop use, this application can be accessed at [classroom.google.com](https://classroom.google.com). (Okmawati 2020:440) Users can log in on the system using a Gmail account. After that, lecturers will be given the options to create classes that are flexible and adjustable.

Intensive English Class (IEC) is the program conducted to facilitate the students' needs for enhancing their language skills. This extracurricular activity accomodates and prepares the first semester and the second semester of the first year college students at University of Muhammadiyah Banjarmasin to learn English. It's held by Language Development and Service Center at the University of Muhammadiyah Banjarmasin.

The problem of using Google Classroom happens because of the internet access which is needed in applying and updating Google Classroom. Internet data needs a mobile data which need a higher cost where not all of students are able to allocate their budget. So, it can be stated that internet access is a problem for the students in using Google Classroom.

Based on the problem above, the research was done to know the students' perception of using Google Classroom in teaching Intensive English Class for The First Year College Students During Pandemic COVID-19.

## METHOD

This research aimed to know the students' perception of using Google Classroom in teaching Intensive English Class during this pandemic by applying descriptive qualitative method. The subject of the research was one of the classes on Intensive English Class program at the University of Muhammadiyah Banjarmasin named "Paris" Class, there were all the first year students academic year 2019/2020 consisted of 22 students who were taken as the respondents of the research.

The data of this research were collected through questionnaire. The questionnaire of this research was made in a Google Form. The statements in this questionnaire used positive statements to measure the positive perception by using categories 5, 4, 3, 2, and 1. The use of positive statements in this research was expected that the respondents responded the questionnaire according to the researcher expectations. The five categories in the questionnaire are: Strongly Agree (SA) 5 points, Agree (A) 4 points, Neutral (N) 3 points, Disagree (D) 2 points, and Strongly Disagree (SD) 1 point.

The questionnaire was constructed with the indicators in the following:

*Table 1. The Indicators of Questionnaire about the Use of Google Classroom*

No	The Indicators of Google Classroom
1	Easy to download Google Classroom application in mobile device
2	Easy to find the plus icon (+) to join the new class in Google Classroom
3	Easy to discuss with the lecturer in Google Classroom
4	Easy to join the new class with a class code in Google Classroom
5	Easy to share document, data, or assignment in Google Classroom
6	Easy to answer a Quiz in Google Classroom
7	Making the teaching and learning process effective during a pandemic
8	Easy to apply Google classroom in computer devices
9	Easy to apply Google classroom in mobile devices
10	Internet access is important for supporting of using Google Classroom

There were some steps of collecting the data of this research: first, the researcher told the aims of the questionnaire to the students. Second, the researcher gave some instructions how to fill this questionnaire. Third, the researcher shared a Google Form link to students to fill and choose their responses. Finally, researcher collected the questionnaires in Google Drive.

After collecting the data, the researcher classified and analyzed the data. The researcher analyzed the data in several steps. First, the researcher identified the students' perception of the use of Google Classroom in teaching Intensive English Class, and then the researcher calculated the percentage of the students' perception of the use of Google Classroom in teaching Intensive English Class using formula:

$$P = F/N \times 100\%$$

P: Percentage of Response

F: Respondent's Score

N: Maximum Score

In this research, the researcher used quantitative description to analyze the data. The result of the analysis of the questionnaire was classified into the criteria to conclude the analyses of the criteria as follows:

*Table 2. The Criteria of Classification*

Interval of Frequency (%)	Criteria
81% - 100%	Excellent
61% - 80%	Very Good
41% - 60%	Good
21% - 40%	Poor
0% - 20 %	Very Poor

## FINDINGS

This research analyzed the students' perception of the use of Google Classroom in teaching Intensive English Class. The respondents of this descriptive qualitative research consisted of 22 students, they were asked 10 (ten) questions. The questionnaire shared to the students related to the use of Google Classroom as stated in Table 1 above.

The description of the students' perception of the use of Google Classroom in teaching Intensive English Class program can be seen in the following table:

*Table 3. The Result of the Questionnaire*

Number of Respondent	Score	Percentage of Response (%)	Criteria of Perception
1	43	86%	Excellent
2	38	76%	Very Good
3	37	74%	Very Good
4	41	82%	Excellent
5	35	70%	Very Good
6	39	78%	Very Good
7	40	80%	Very Good
8	38	76%	Very Good
9	34	68%	Very Good
10	39	78%	Very Good
11	42	84%	Excellent
12	41	82%	Excellent

13	37	74%	Very Good
14	39	78%	Very Good
15	40	80%	Very Good
16	34	68%	Very Good
17	44	88%	Excellent
18	36	72%	Very Good
19	35	70%	Very Good
20	40	80%	Very Good
21	44	88%	Excellent
22	37	74%	Very Good
Average Percentage (%)		77.6%	Very Good

Based on the table above, it can be described that there were 6 students who had excellent perception, and there were 16 students very good criteria of perception. The average percentage from all of the students was 77.6% which means they were in the very good criteria of perception.

## DISCUSSION

This section presents and discusses the findings from the questionnaires on students' perception of using Google Classroom in teaching Intensive English Class program. The discussion is shown through the interpretation of the results shown in the tables elaborated with the findings from the questionnaires.

This research used five categories in the questionnaire, they are: SA (Strongly Agree), A (Agree), N (Neutral), D (Disagree), and SD (Strongly Disagree). The results of each statement in the questionnaire are presented in the following tables:

*Table 4. The Result For Statement Number 1*

Statement	Students' Response				
	SA	A	N	D	SD
Easy to download Google Classroom application in mobile device	7	12	3	-	-
Percentage (%)	31.9	54.6	13.7	0	0

Based on table 4 above, seven students (31.9%) strongly agreed that it was easy to download Google Classroom application in mobile device, twelve students (54.6%) agreed and three other students (13.7%) were neutral in their statement about the easiness to download Google Classroom application in mobile device.

Table 5. The Result For Statement Number 2

Statement	Students' Responses				
	SA	A	N	D	SD
Easy to find the plus icon (+) to join the new class in Google Classroom	13	9	-	-	-
Percentage (%)	59.1	40.9	0	0	0

Based on table 5 above, thirteen students (59.1%) strongly agreed that it was easy to find the plus icon (+) to join the new class in Google Classroom, and nine students (40.9%) agreed the easiness to find the plus icon (+) to join the new class in Google Classroom.

Table 6. The Result For Statement Number 3

Statement	Students' Responses				
	SA	A	N	D	SD
Easy to discuss with the lecturer in Google Classroom	9	10	3	-	-
Percentage (%)	40.9	45.4	13.7	0	0

Based on table 6 above, nine students (40.9%) strongly agreed that it was easy to discuss with the lecturer in Google Classroom, ten students (45.4%) agreed, and three students (13.7%) were neutral in their perception of the easiness to discuss with the lecturer in Google Classroom.

Table 7. The Result For Statement Number 4

Statement	Students' Responses				
	SA	A	N	D	SD
Easy to join the new class with a class code in Google Classroom	6	14	2	-	-
Percentage (%)	27.2	63.7	9.1	0	0

Based on table 7 above, six students (27.2%) strongly agreed that it was easy to join the new class with a class code in Google Classroom, fourteen students (63.7%) agreed and two students (9.1%) were neutral on their statement about the easiness to join the new class with a class code in Google Classroom.

Table 8. The Result For Statement Number 5

Statement	Students' Responses				
	SA	A	N	D	SD
Easy to share document, data, or assignment in Google Classroom	10	8	4	-	-
Percentage (%)	45.4	36.3	18.1	0	0

Based on table 8 above, ten students (45.4%) strongly agreed that it was easy to share document, data, or assignment in Google Classroom, eight students (36.3%) agreed, and four students (18.1%) were neutral in their statement about the easiness to share document, data, or assignment in Google Classroom.

Table 9. The Result For Statement Number 6

Statement	Students' Responses				
	SA	A	N	D	SD
Easy to answer a Quiz in Google Classroom	7	10	3	2	-
Percentage (%)	31.9	45.4	22.8	9.1	0

Based on table 9 above, seven students (31.9%) strongly agreed that it was easy to answer a Quiz in Google Classroom, ten students (45.4%) agreed, five students (22.8%) were neutral, and two students (9.1%) disagreed with the statement about the easiness to answer a Quiz in Google Classroom.

Table 10. The Result For Statement Number 7

Statement	Students' Responses				
	SA	A	N	D	SD
Making the teaching and learning process effective during a pandemic	6	12	4	-	-
Percentage (%)	27.2	54.6	18.1	0	0

Based on table 10 above, six students (27.2%) strongly agreed that Google Classroom was making the teaching and learning process effective during a pandemic, twelve students (54.6%) agreed, and four students (18.1%) were neutral that Google Classroom was making the teaching and learning process effective during a pandemic.

Table 11. The Result For Statement Number 8

Statement	Students' Responses				
	SA	A	N	D	SD
Easy to applying Google classroom in computer devices	10	7	5	-	-
Percentage (%)	45.4	31.9	22.8	0	0

Based on table 11 above, ten students (45.4%) strongly agreed that it was easy to apply Google Classroom in computer devices, seven students (31.9%) agreed, and five students (22.8%) were neutral about the easiness to apply Google classroom in computer devices.



Table 12. The Result For Statement Number 9

Statement	Students' Responses				
	SA	A	N	D	SD
Easy to apply Google classroom in mobile devices	14	6	2	-	-
Percentage (%)	63.7	27.2	9.1	0	0

Based on table 12 above, fourteen students (63.7%) strongly agreed that it was easy to apply Google Classroom in mobile devices, six students (27.2%) agreed, that easy to applying Google classroom in mobile devices, and two students (9.1%) were neutral about the easiness to apply Google Classroom in mobile devices.

Table 13. The Result For Statement Number 10

Statement	Students' Responses				
	SA	A	N	D	SD
Internet access is important for supporting of using Google Classroom	17	4	1	-	-
Percentage (%)	77.2	18.1	4.6	0	0

Based on table 13 above, seventeen students (77.2%) strongly agreed that internet access was important for supporting the use of Google Classroom, four students (18.1%) agreed, and one student (4.6%) was neutral in the statement that internet access was important for supporting of using Google Classroom.

Based on students' perception of the use of Google Classroom in teaching Intensive English Class program, it can be summarized that more than half of the students (54.6%) felt easy to download Google Classroom application in mobile device, more than half of the students (59.1%) felt easy to find the plus icon (+) to join the new class in Google Classroom, more than half of the students (63.7%) felt easy to join the new class with a class code in Google Classroom, more than half of the students (54.6%) agreed that Google Classroom was making the teaching and learning process effective during a pandemic, more than half of the students (63.7%) agreed that it was easy to apply Google Classroom in mobile devices rather than on computer devices. The highest percentage from all responses was 77.2%, in which there were seventeen students agreed that internet access was important for supporting of using Google Classroom which means that the internet access was very necessary in the use of Google Classroom.

From the finding above, it could be concluded that students had very good perception of the use of Google Classroom in teaching Intensive English Class program. It was found that accessing and joining this application was easy for students. The students just needed to download the application through downloader service in a mobile device or accessed the website of Google Classroom if the students used desktop device that it was easy for or the students to access the Google Classroom. According to Maulaniam (2020:9) It was easier for the students to submit their assignment through the



use of online media such as Google Classroom, and the students to work and reduce more paper usage through the use of Google Classroom.

Based on the advantages of Google Classroom, it is seen that most students are getting easy to share their task to other classmates, submit their assignment, discuss with lecturer and reduce the paper usage through the use of Google Classroom (Abid 2018:64). It can be said that there are many advantages that students could obtain from the use of Google Classroom. Google Classroom is certainly interesting in getting there as soon as possible, students have the advantage to learn paperless and stop worrying about printing. Moreover, students could do an online discussion, inviting both lecturer and students to an environment where every single design detail is simple and user-friendly (Al-Marooof 2018:120). It is also shown that the use of Google Classroom gives so many advantages for students in submitting their assignment where there is no need to worrying about printing because assignment can be submitted through Google Classroom (Shaharane 2016:7).

Furthermore, based on the facilities needed for the use of Google Classroom, it can be seen that the students strongly needed mobile device or desktop device and internet access for supporting the use of Google Classroom. Students are getting easy to apply Google Classroom in their own mobile device. In contrast, internet access strongly supports in applying Google Classroom.

## CONCLUSION

Based on the finding of the research, it could be concluded that the students had good perceptions of the use of Google Classroom in teaching Intensive English Class program at University of Muhammadiyah Banjarmasin and it was classified as good criteria. By considering the students' score in responding each statement, the researcher concluded that the students' perception of the use of Google Classroom in teaching Intensive English Class for the first year students at the University of Muhammadiyah Banjarmasin academic year 2019/2020 is at good criteria. It is shown that students have good perception and interest of the use of Google Classroom as a media in teaching Intensive English Class program. From the students' positive responses in responding the questionnaire statements about the use of Google Classroom, it is suggested that Google Classroom might be used as a media in teaching English for the students in order that they are more interested and active, especially during this New Normal.

## REFERENCES

- Abid, A. K., & Iqbal, N. (2018). Effectiveness of Google Classroom: Teachers' Perception. *Prizren Social Science Journal*, 2(2), 52-66.
- Al-Marooof, R. A. S., & Al-Emran, M. (2018). Students Acceptance of Google Classroom: An Exploratory Study Using PLS-SEM Approach. *International Journal of Emerging Technologies in Learning (IJET)*, 13(6), 112-123.

- Cakrawati, L. M. (2017). Students' Perception on The Use of Online Learning Platforms in EFL Classroom. *English Language Teaching and Technology Journal (ELT-Tech Journal)*, 1(1), 22-30.
- Maulaniam, S. H. (2020). Teaching and Learning Using Google Classroom for Indonesian Students. *Jurnal Pusaka*, 8(1), 1-12.
- Okmawati, M. (2020). The Use of Google Classroom During Pandemic. *Journal of English Language Teaching*, 9(2), 438-443.
- Shaharane, M., Izwan, N., Rodzi, M., & Syamimi, S. (2016). The Application of Google Classroom as a Tool for Teaching and Learning. *Journal of Telecommunication, Electronic and Computer Engineering*, 8(10), 5-8.
- Sukmawati, S., & Nensia, N. (2019). The Role of Google Classroom in ELT. *International Journal for Educational and Vocational Studies*, 1(2), 142-145.
- Tinungki, G. M., & Nurwahyu, B. (2020). The Implementation of Google Classroom as The E-Learning Platform for Teaching Non-Parametric Statistics During COVID-19 Pandemic in Indonesia. *International Journal of Advanced Science and Technology*, 29(4), 5793-5803.
- Yasar, A. (2018). Students' Perception of The Learning Environment and Its Relation to Their Study Year and Performance in Sudan. *International Journal of Medical Education*, 9(1), 145-150.

#### Author's Brief CV

**Fikri Fuadi Azmy** was born on October 16<sup>th</sup>, 1995 in Banjarmasin, South Kalimantan. He is the first child of his family. In 2013, he studied in English Education Department UIN Antasari Banjarmasin and graduated in 2017. In 2019, he continued his study in Magister English Education University of Palangka Raya.

**Bahing** is a Doctor of English Language Teaching at University of Palangka Raya. He is a lecturer of Undergraduate and Graduate Program at University of Palangka Raya.